

## STUDENT LEARNING ASSESSMENT FORM

(To be used following the completion of 8 or more course units)

Name \_\_\_\_\_ Advisor \_\_\_\_\_

Degree \_\_\_\_\_  Part-time  Full-time Units Completed \_\_\_\_\_

Judicatory \_\_\_\_\_ Ordained?  Yes  No

*In the categories below, circle the number indicating level of competency.*

### OBJECTIVE 1: DEEP GROUNDING IN THE CENTRAL SYMBOLS OF THE CHRISTIAN FAITH [ATS AREA: RELIGIOUS HERITAGE]

1      2      3	4      5      6	7      8      9
<p>Lacks clear grasp of essentials of the historical witness of the church <i>[errant chronology; anachronistic (contextless); vague (no apparent awareness of key names, movements, turning points); unengaged with tradition; inappropriate use of key terms (God, Christ, Spirit, etc); culturally exclusive]</i></p>	<p>Demonstrates a basic knowledge of the historical witness of the Christian tradition from a global perspective <i>[accurate chronology; contextually sensitive; demonstrates knowledge of key names, movements, turning points; critical appreciation of tradition; appropriate use of key terms; culturally inclusive]</i></p>	<p>Creatively applies the historical witness of the church as it engages new contexts <i>[carefully constructed chronology; contextually rich; demonstrates extensive knowledge of key individuals, movements, turning points; constructive love for and critique of tradition; creative use of key terms (God, Christ, Spirit, etc); culturally pluralistic]</i></p>
1      2      3	4      5      6	7      8      9
<p>Does not understand and interpret scripture in ways that are responsible to both text and context, both biblical and contemporary <i>[misidentifies texts/context; confuses "literal" with allegorical (etc.) methods; shows contempt for text or historical scholarship; modern languages only]</i></p>	<p>Understands and interprets scripture in ways that are responsible to both text and context, both biblical and contemporary <i>[accurately identifies texts in contexts; shows familiarity with and facility at different interpretive methods; shows critical appreciation for text and scholarship; uses original languages]</i></p>	<p>Understands and interprets in ways that generate new insights into text and context, both biblical and contemporary <i>[accurately and creatively locates and applies texts in contexts; shows critical choices about methods; reveals critical delight in texts and constructive personal and socially-sensitive interpretation; expertise at original languages]</i></p>

### OBJECTIVE 2: SENSITIVITY TO DIVERSE CONTEXTS [ATS AREA: CULTURAL CONTEXT]

1      2      3	4      5      6	7      8      9
<p>Lacks appreciation for the cross-cultural and missional dimensions of the church's ministry <i>[evidence of non-gender inclusive language; rhetoric of force vs. persuasion; dualism (us vs. them); aversion to difference]</i></p>	<p>Appreciates cross-cultural dimension of church's mission and ministry <i>[uses gender-inclusive language; accurate depictions of diverse faith traditions; rhetoric of persuasion; non-dualistic; openness to difference]</i></p>	<p>Creatively engages our pluralistic context in interpreting the message of the Gospel <i>[creative use of gender inclusive language; rhetoric of invitation; pluralistic; embraces difference]</i></p>

1	2	3	4	5	6	7	8	9
Demonstrates little awareness of the ecumenical and global dimensions of the church <i>[evidence of ethnocentricity/ethnic stereotypes; monocultural]</i>			Appreciates ecumenical and global engagement of the church <i>[evidence of awareness of Christian diversity; evidence of cross-cultural awareness; names diverse regions/contexts]</i>			Demonstrates a strong commitment to Christian ecumenism, inter-religious dialogue, and global engagement <i>[evidence of integration of Christian diversity; rich cross-cultural evidence; creative solutions to cultural problems; shows awareness of inter-religious potential]</i>		

**OBJECTIVE 3: PERSONAL AND PROFESSIONAL INTEGRITY, INCLUDING THE INTEGRATION OF FAITH AND THEOLOGICAL EXPLORATION**  
**[ATS AREA: PERSONAL AND SPIRITUAL FORMATION]**

1	2	3	4	5	6	7	8	9
Does not adopt a sound understanding of the role and responsibilities of the professional ministry for which s/he is preparing <i>[idiosyncratic or solipsistic--no boundaries between person/office; shows contempt for role or responsibilities of ministry]</i>			Draws upon a sound understanding of the role and responsibilities of the professional ministry for which s/he is preparing <i>[articulates clear boundaries between person/office; shows appreciation for role and responsibilities of ministry]</i>			Articulates clearly and embraces the roles and responsibilities of the professional ministry for which s/he is preparing <i>[clear yet flexible boundaries between person/office; shows enthusiasm for roles and responsibilities of ministry]</i>		

1	2	3	4	5	6	7	8	9
Does not move beyond theological abstraction; does not let theological understanding inform the practice of ministry <i>[magical thinking; appeal to privilege; evidence of theological imperialism/absolutism]</i>			Demonstrates clear ability to integrate theological understanding with issues of ministry <i>[second-order (social/scientific) thinking; incarnational/embodied theology; attention to suffering/injustice--personal and social]</i>			Habitually integrates theological insights into the practice of ministry <i>[creative integration of theology with social/scientific thinking; proposes remedies to suffering/injustice--personal and social]</i>		

**Objective 4: Commitment and skills to equip all the baptized for ministry**  
**[ATS Area: Ministerial and Public Leadership]**

1	2	3	4	5	6	7	8	9
Lacks basic formation and skills in the indicated ministry arts ⇒ <i>[inarticulate or disorganized; grammatical or other syntax errors; no evidence of requisite skills]</i>			Demonstrates basic formation and skills in preaching, worship leadership, teaching, pastoral care, evangelism, stewardship, administration, and social ministry and advocacy, as appropriate for her/his particular form of ministry <i>[stylistically accurate and grammatically clear; evidence of above skills]</i>			In addition to a sound base in the indicated ministry arts, excels in one or more of them ⇐ <i>[stylistically creative and metaphorically rich]</i>		

1	2	3	4	5	6	7	8	9
Does not appreciate the ministry gifts of others <i>[no names of other individuals; no evidence of involving others in ministry]</i>			Demonstrates appreciation for the ministry gifts of all and a capacity for cultivating those gifts <i>[names of other individuals; evidence of involving others in ministry]</i>			Welcomes the gifts of all as essential for the work of ministry and demonstrates skill in helping others recognize and develop their gifts <i>[names of many other individuals; evidence of and eagerness to recognize gifts of others in ministry]</i>		

**Objective 5: Critical and self-critical engagement with society**  
**[ATS Area: Ministerial and Public Leadership]**

1	2	3	4	5	6	7	8	9
Has difficulty articulating the social and ethical commitments of the church <i>[no evidence of Scriptural, traditional, or contemporary social awareness (poverty, injustice, etc.)]</i>			Articulates a clear understanding of ethical issues in church and society <i>[evidence of awareness of Scriptural, traditional, and contemporary social teachings (poverty, injustice, Social Statements, etc.)]</i>			Demonstrates a strong commitment to societal and ethical engagement <i>[evidence of awareness of and creative application of Scriptural, traditional, and contemporary social teachings]</i>		

**Summary Comments**

**Signature of Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Advisor** \_\_\_\_\_ **Date** \_\_\_\_\_

